

# Recruitment & Selection Policy

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HR

# Our Vision



## Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



## Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



## Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment to Education**

**Transparency and Integrity**

**Innovation and Improvement**

**Dedication to Inclusivity**

# Our Values

## Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

## Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

## Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

## Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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# Statement of Intent

We believe passionately that we are only as good as our people, and that the key to delivering the best outcomes for our learners is to have the right people working in every single part of our trust.

Our approach to recruitment needs therefore to be not only compliant in terms of process but also innovative and inspirational in ensuring that there is a genuine *fit* between us as an organisation and those who seek to join us

We are committed to safeguarding and promoting the welfare of children and young people. We expect all colleagues, volunteers, and Local Governing Board (LGB) members to share this commitment and to undergo appropriate checks, including where required enhanced Disclosure and Barring Service (DBS) checks.

Our key principles for a safe and professional recruitment process are:

- To ensure that they are robust, fit for purpose and will withstand the toughest scrutiny
- To appoint the best people for each position, with the appropriate qualifications, skills, and experience
- To ensure that we comply with the law and statutory guidance
- To promote our core values
- To promote diversity and equality and treating people fairly and with respect
- To safeguard children, young people, and vulnerable learners across our Trust.

This policy has been designed to provide a flexible framework which promotes good practice, complies with relevant legislation, and supports fully our core business.

## 1 | Legal Framework and Definitions

1.1 This policy has due regard to statutory legislation, including, but not limited to:

- *The Education Act (2002)*
- *The Freedom of Information Act (2000)*
- *The Immigration Act (2016)*
- *The Equality Act (2010)*
- *The General Data Protection Regulation (GDPR)*
- *The Data Protection Act (2018)*
- *The Education (Independent School Standards) Regulations (2014)*
- *Keeping Children Safe in Education and Safer Recruitment in Education Guidance*
- *Education Working together to Safeguard Children Guidance*
- *Rehabilitation of Offenders Act*

1.2 This policy also takes account of the most recent version of *Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings* (non-statutory).

- 1.3 Where this policy refers to *ATT* or *our Trust*, this should be taken to include any member of ATT's staff, including governors and Trustees.

## 2 | Scope and Purpose

- 2.1 This policy applies to the recruitment and selection of all people to our Trust or any of our academies.
- 2.2 All colleagues involved at any stage of the recruitment and selection of our people must be aware of and adhere to the content of this policy. In addition, any external consultants, recruitment agencies or external experts who assist in the recruitment process must act in accordance with this policy. The appointing manager is responsible for providing such external parties with this policy prior to their involvement in the recruitment process.
- 2.3 We will ensure that recruitment and selection of staff is conducted in a professional, timely and responsive manner and in compliance with current employment legislation.
- 2.4 We will ensure that our recruitment process provides value for money.

## 3 | Equal Opportunities

- 3.1 We are committed to eliminating discrimination and encourage diversity amongst our colleagues. We are committed to ensuring quality and fairness for all in our recruitment and employment practices and undertake not to discriminate on the grounds of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination.
- 3.2 The procedures contained within this document must always be applied fairly and in accordance with employment law and our *Equal Opportunities (Staff) Policy*.
- 3.3 Recruitment decisions will be made on the basis of the applicant's abilities and individual merit as measured against the criteria for the job. Qualifications, knowledge, experience, and skills will be assessed at the level that is relevant to the job. If an applicant makes the Trust aware, at any stage of the recruitment process, that they have a disability then reasonable adjustments must be considered to ensure the applicant is not disadvantaged by the process.

- 3.4 We comply fully with the provisions of the *Rehabilitations of Offenders Act*. Our policy statement for the recruitment of ex-offenders can be seen at [Appendix 9](#).
- 3.5 As a Disability Confident Committed employer, we are committed to inclusivity and accessibility. We guarantee to interview a disabled applicant, provided they meet the minimum criteria for the job. This applies to all internal and external vacancies.
- 3.6 We will monitor the success of recruitment in relation to diversity aims by requesting applicants to provide equal opportunities details.

## 4 | Safer Recruitment

- 4.1 All recruitment must be in line with this policy, our *Safer Recruitment Procedures* shown in [Appendix 1](#) and legal requirements to ensure that we identify, deter, and prevent people who pose a risk of harm from working with our learners.
- 4.2 All offers of employment will be subject to our being satisfied that the applicant or volunteer is a suitable person to work with our learners.
- 4.3 All colleagues involved in recruitment must read the current version of *Keeping children safe in Education* guidance (or updated statutory guidance) produced by the DfE, our *Safeguarding Policy* and the academy's *Child Protection Policy*. These can be obtained from the academy's Designated Safeguarding Lead (DSL) or from our Director of Safeguarding.
- 4.4 All recruitment must be planned to ensure that there is adequate time available to recruit safely.
- 4.5 Any person who becomes aware that this policy is not being followed during recruitment must inform the Principal, DSL, or their Regional Human Resources colleague immediately.
- 4.6 All the safer recruitment pre-employment checks described in this policy and shown in [Appendix 2](#) must be carried out and have been determined as satisfactory before an applicant can commence their employment in our Trust.

## 5 | Recruitment Planning

- 5.1 The Principal, in discussions with the Executive Principal, is responsible for deciding on the arrangements to recruit to any post within each of our academies. For central or regional or cluster-based colleagues, these arrangements will be determined by the appropriate Director or Cluster Lead. In the case of appointments at Principal level and above, the arrangements will be determined by the Chief Executive Officer (CEO) or appropriate Executive Leadership Team (ELT) colleagues with the involvement of Trustees. Trustees themselves will determine the arrangements for the recruitment specifically of the CEO, Chief Finance Officer (CFO) and Company Secretary. For ease, in this policy, these leaders responsible for recruitment will be referred to as the *recruiting leader*.
- 5.2 When a vacancy occurs due to a colleague's leaving, the Principal, in discussions with the Executive Principal or the appropriate leader will review the vacancy and decide whether it requires filling in its existing form, or indeed at all, based on the business need and budgets.
- 5.3 The recruitment and selection process must not commence until approval has been sought. The approval process must include the completion of a *Request to Recruit Form* ([Appendix 3](#)) completed by the Principal, in conjunction with the Human Resources Administrator and also signed by Regional HR and Regional Finance colleagues. The recruiting leader is ultimately responsible for approving the *Request to Recruit Form*.
- 5.4 All support staff positions with a new or significantly amended job description and person specification must be evaluated for salary purposes by the HR department before recruitment can take place.

## 6 | Advertising

- 6.1 All vacant posts will be advertised to ensure equality of opportunity and encourage as wide a field of candidates as possible. This will normally mean placing an advertisement externally. However, where there is a reasonable expectation that there are sufficient, suitably qualified internal colleagues, or colleagues at risk of redundancy, vacancies may be advertised internally before an external advertisement.
- 6.2 At a minimum, where possible, all posts will be advertised internally for at least 7 days and where possible, external adverts will be published for a minimum of 14 days. Advertising decisions will be made based on the type of role, likely candidate pool and budget limitations. Guidance can be sought from the HR department.

- 6.3 All vacancies must be advertised using our chosen vacancy platform, which will ensure that adverts are placed on our Trust career site as well as the relevant academy career site.
- 6.4 For any vacancies that are deemed difficult to recruit or have struggled to attract suitable candidates, appropriate alternative sources can be used with authorisation from both the appropriate National Education Director and Director of People Strategy, to proactively seek suitable candidates.
- 6.5 Adverts are the key means for attracting candidates. Care must be taken to ensure the advert entices candidates to apply for the positions reflecting the complete role and organisation accurately. Model advert templates for each academy are available from your Regional HR colleague.
- 6.6 HR Administrators are responsible for quality checking the adverts when placed, ensuring accuracy of all content including any associated recruitment literature.

## 7 | Job Description

- 7.1 A job description will be required for all posts which describes the duties and responsibilities of the post. It must be up to date, accurate and specific to the role. The job description must also include a person specification which outlines all the necessary skills, experience, qualifications, and knowledge requirements for the post.
- 7.2 All applicants will be provided with sufficient information regarding our Trust, the academy, and the post, so that they can make informed decisions regarding their suitability.
- 7.3 All job description and person specification must refer to the responsibility for safeguarding and promoting the welfare of children.

## 8 | Application Form

- 8.1 It is our policy for candidates to use our application form for the appointment of all people which contains questions about the candidate's personal details, academic and full employment history, and their suitability for the role. In addition, all applicants are required to account for any gaps or discrepancies in their employment history.



- 8.2 All applications forms must include a statement informing applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.
- 8.3 CVs must not be accepted. If our application form is not completed the candidate will not be considered for the role.
- 8.4 All volunteers must complete a volunteer application form. Prospective governors must complete a LGB application form.
- 8.5 Candidates can also join our Talent Pool by registering their details via the Talent Pool link on our Trust website. Human Resources and leaders will regularly review the talent pool to assess any suitable candidates for any of our live vacancies.

## 9 | Shortlisting

- 9.1 Shortlisting must be undertaken separately by at least two colleagues, before coming together to finalise the shortlist. The outcome of the shortlisting will be recorded and retained. At least one member of the shortlisting panel must be safer recruitment trained.
- 9.2 Shortlisting must be undertaken accounting for the criteria on the job description and person specification and be documented for audit and scrutiny purposes. Shortlisting matrix templates can be obtained from Regional HR.
- 9.3 The equal opportunities monitoring form must be removed from the application and not provide to the shortlisting panel.
- 9.4 The shortlisting panel must identify gaps in employment and any discrepancies on the application. If shortlisted, these must be investigated at interview and recorded. Once the shortlist is agreed, the shortlisted candidates will be contacted to invite them to interview, confirming the date and time, format for the day and any preparation/task required. Candidates must also be asked to bring relevant documentation to confirm their identity, right to work in the UK, qualifications, and documents they need to undertake DBS checks with them as listed in [Appendix 4](#). Photocopies must be taken of the relevant documents and the person reviewing them must verify them by adding their signature, name, position, and date.
- 9.5 At the point that a candidate is shortlisted for interview, the candidate will be required to complete [Appendix 8 – Relevant Criminal Conviction Disclosure Form](#). This form should only be given to shortlisted candidates and must be allowed 5 working days to complete this prior to interview.

- 9.6 It is reasonable for applicants to be informed of the outcome of their application by a regret email, as soon as possible following the shortlisting process.

## 10 | Reference Checks

- 10.1 Any offer will be made conditional upon all pre-employment checks including references being undertaken and can therefore be withdrawn in the event of unsatisfactory checks.
- 10.2 At least two references will be sought by Human Resources. The references need to cover a 5 year period therefore more than two references may be necessary. One of these references must be the current/most recent Employer. Permission must be granted by the applicant before references are approached. Reference request templates are available from the Human Resources department.
- 10.3 Low level concerns shouldn't be included in references unless they relate to relevant issues such as misconduct or poor performance. A low-level concern that relates to safeguarding should not be included in a reference. Any repeated concerns or allegations which do not meet the harm threshold which have all been found to be false, unfounded, unsubstantiated, or malicious should not be included in any reference.
- 10.4 If a candidate for a teaching post is not currently employed as a teacher but has been previously, a reference must additionally be sought from the school, academy, college or Local Authority at which they were most recently employed, to confirm details of their employment and their reason for leaving.
- 10.5 For volunteers two references must also be sought, one of which may be a character reference, although two professional references are preferred.
- 10.6 References must always be sought and obtained directly from the referee; testimonials or open references cannot be accepted. All school, academy or college-based references received for a candidate must be confirmed by the headteacher/Principal of the institution as accurate.
- 10.7 References must be checked carefully to ensure that all specific questions have been answered satisfactorily. Any issues or concern or inconsistencies between information given by the candidate on his/her application form and information given by referees must be explored by arranging an additional meeting with the recruiting lead and HR and recorded. The referee can be contacted to provide further clarification as appropriate.
- 10.8 To comply with the *Equality Act (2010)*, information relating to sickness absence will only be requested after a conditional offer of employment has been made.

**10.9 Under no circumstances should recruiting leaders make unconditional offers of employment.**

## 11 | Interviews

**11.1** Interviews will be carried out by a minimum of two colleagues, one of whom must be the line manager, and at least one of whom must be trained in safer recruitment procedures. Interviewers on the panel ideally with an equal gender balance to enable one interviewer to assess the applicant, observe and make notes whilst the applicant talks to the other interviewer.

**11.2** Considerable care needs to be taken over the practical arrangements for the selection day. The process has an impact on how we are perceived by candidates. Where candidates have indicated that they have a disability which requires a reasonable adjustment to be made, they must be asked how the process can be made more accessible for them and timely plans must be made for adjustment.

**11.3** A face-to-face interview must take place for all applicants to all posts. In some circumstances the use of video conferences, Microsoft Teams, Skype, or other similar technologies can be acceptable for this purpose.

**11.4** The selection panel will draw up selection criteria taking account of the job description and person specification. They will consider the range of selection activities to be used, being clear how the activities allow them to apply the criteria. Selection panels must also consider how activities inform candidates of the nature of both the post and our organisation, thinking about areas such as culture and ethos. The candidates must be advised of the nature of the selection activities prior to interview. Such activities could include:

- Observation of teaching practices
- One or more additional panel interviews (e.g., student panel)
- A presentation
- In tray exercises
- Psychometric testing.

**11.5** Where the selection process is for any teaching role, including leadership and Principal roles, the activities must include candidates being observed teaching pupils. Where the process is for a leadership role over a teaching and learning area, an activity witnessing and feeding back on delivery to pupils must also be included.

**11.6** The interview must explore issues relating to safeguarding and promoting the welfare of children, including awareness of issues relating to the Prevent Agenda. Our *Interview Question Template* ([Appendix 5](#)) must be used in all cases, which clearly provides sample questions to ask. Safeguarding must be paramount throughout the interview and not simply an add-on question at the end of the interview.

- 11.7 All candidates must be subject to the same selection tasks. Every interview must be structured, and the same questions asked of all candidates. It is, however, acceptable to ask a follow up or probing questions based on the candidate's responses and/or details/discrepancies in their application form or references.
- 11.8 Each panel member must complete their own notes on each candidate. Interview notes must be factual, noting candidate responses and performance during the selection process. Notes must not be personal- candidates have the right to request any information written about them. The responses to each question will be scored based on the stated criteria.
- 11.9 The completion of all selection activities, the interview panel will discuss the performance of each candidate and collate scoring. Care must be taken to minimise unconscious biases and ensure appointment is based on merit. The successful candidate should, as a minimum, fulfil all the essential requirements listed within the person specification.

## 12 | Senior Leadership Recruitment and Selection

- 12.1 When recruiting for a Principal post or above, the recruiting leader will refer to the resources and guidance provided in the *Senior Leadership Recruitment Toolkit* as well as seeking guidance and support from their regional HR colleague. This will ensure consistency and quality of process for such crucial roles within our Trust.
- 12.2 Additional due diligence will be undertaken during the longlisting and shortlisting process in relation to Ofsted inspection outcomes of the candidates' current place of work, as well as student outcomes (results). The same data for the candidates' previous workplaces may also be taken into consideration during the longlisting and shortlisting process.
- 12.3 The selection for senior leader roles will ordinarily take place over a two-day process, with a variety of selection tasks and activities taking place on day one, and formal interviews taking place in day two. This is to ensure a thorough and robust selection process is applied for such crucial roles within our Trust.
- 12.4 For roles at Principal level or above, a representative from our Board of Trustees will be involved in the selection process.
- 12.5 Although the *Senior Leadership Recruitment Toolkit* is designed with the roles of Principal and Executive Principal in mind, some aspects may be applicable to other roles, such as Education Director, Vice Principal or Assistant Principal.

## 13 | Offer and Feedback

- 13.1 Candidates must be notified of the outcome of the interview process as soon as possible after the selection day by the recruiting leader. It is good practice to offer feedback to unsuccessful candidates.
- 13.2 Any offer made is conditional upon receipt of satisfactory references and all pre-employment checks including an enhanced DBS Check.
- 13.3 It is also good practice for the chair of the interview panel (usually the recruiting leader) to call the successful candidates to make the initial conditional offer, which must then be followed up with relevant administration confirming details and next steps in writing. Support will be given from the HR department.

## 14 | Pre-Employment Checks

- 14.1 Before the conditional offer is made the online search must be completed. Further details on this check can be found in the ATT SCR toolkit – Guidance
- 14.2 Once a conditional offer has been made, the HR Department will undertake all regulatory requirements in respect of all pre-employment checks as set out in [Appendix 2](#). Further details on these checks can also be found in the ATT SCR Toolkit – Guidance.
- 14.3 The recruiting leader is responsible for ensuring all the pre-employment checks are carried out and that discrepancies/unsatisfactory checks are followed up on. Written confirmation must be retained on the personnel files.
- 14.4 An appointment must not be confirmed until all the necessary checks are satisfactorily completed.
- 14.5 All checks must be confirmed in writing, retained on the personnel file, and recorded on the Single Central Record (SCR) as appropriate.

## 15 | DBS Checks- New Employees and Volunteers

- 15.1 We will carry out a risk assessment to determine if a DBS check is required for each volunteer in accordance with Annexe E of *Keeping Children Safe in Education*. If a volunteer is assessed as

requiring a DBS check as per the table shown in [Appendix 6](#), the check must be undertaken before the new colleague or volunteer starts work.

- 15.2 In exceptional circumstances it may be possible to allow an individual to start work in regulated activities before the DBS certificate is available. In these circumstances there must be a critical business need and we must ensure that the individual is appropriately supervised and that all other checks have been completed. The Principals must ensure a risk assessment is completed and advice and guidance sought from the HR department or Safeguarding Director. The risk assessment will need to be signed by the CEO
- 15.3 DBS certificates are only issued to the applicant. All applicants must produce the disclosure when requested to do so. The disclosure will be scrutinised to ensure it is authentic and to detect any fraud. The DBS disclosure number and date of the check must be recorded on the SCR. Where a positive disclosure is shown on a DBS Certificate then information held should be assessed against information provided by the applicant on the *Relevant Criminal Conviction Disclosure Form* ([Appendix 8](#)). A copy of the positive DBS certificate should be retained with this form on the personnel file.
- 15.4 Any applicant who refuses to produce their DBS disclosure will not be able to start work for us and the conditional offer will be withdrawn as satisfactory checks are not in place.
- 15.5 Applicants can have their DBS certificate kept up to date, via the DBS Update Service, and take it with them from role to role where the same type and level of check is required. Applicants and volunteers should be asked if they have subscribed to this service. The expectation is that individuals personally fund this. Where the applicant or volunteer has subscribed, they should provide us with the original disclosure document to be verified and the HR Department will check the online update for any changes.
- 15.6 Information relating to an individual's criminal record will only be shared with the relevant people to enable us to make an informed and reasonable decision about their suitability to work with children and young people.
- 15.7 An enhanced DBS and children's barred list check may be carried out on any colleague or unsupervised volunteer (subject to risk assessment) where we have concerns about the colleague's suitability to work with children or young people.
- 15.8 All colleagues are required to inform us of any change in their criminal record. This includes convictions, cautions, arrests, and police investigations. Action may be taken as a result of any change or any failure to inform us of any change.

## 16 | Trustees and LGB Members

**16.1** All Trustees and LGB members (except for existing teachers and support staff) must undertake a recruitment process, similar to that listed within this policy.

**16.2** LGB Chairs and Vice Chairs are appointed by the Board of Trustees. LGB members are appointed by the LGB at each academy, usually via the Chair of the LGB, and they will be supported by the Governance Department and the HR Department. It is good practice to ensure the Principal is involved within the process. The LGB Chair will ratify all appointments of all governors.

### **16.3 Advertising**

**16.3.1** The Principal will inform all parents of any Parent Governor vacancies, in writing, as soon as possible after they arise.

**16.3.2** The Principal will inform all staff of any Staff Governor vacancies, as soon as possible after they arise.

**16.3.3** Community/non staff or Parent Governors will be advertised via a range of methods including specialist organisations, social media and within the local community alongside placing adverts on our websites.

### **16.4 Application Form**

**16.4.1** All applicants are required to complete our LGB application form.

### **16.5 Selection**

**16.5.1** Where we have received more applications than there are vacancies (for parent and staff governors), selection will be determined by a vote. This process can be seen in [Appendix 7](#).

**16.5.2** The ballot papers will be distributed by the Clerk on behalf of the Chair of the LGB and will close on the tenth academy day from the date on which they were issued. Any ballot papers received after this date will be deemed invalid and not courted.

**16.5.3** All candidates must be invited to attend the ballot paper count. Any candidates unable to attend will be notified of the results by the Chair.

**16.5.4** It is reasonable for all unsuccessful candidates to be thanked for their interest in writing by the Chair.

**16.5.5** Before final appointment is made the successful applicant should be invited for an informal meeting with the Chair and Principal to ensure they are suitable for the role. Careful consideration should be given to the current strategic aims of the academy and the skills that the applicant will bring to complement the existing members.

### **16.6 Pre-Appointment Checks Including DBS**

**16.6.1** All Trustees and LGB members must complete a DBS without Barred list check (unless they are in regulated activity when a full Enhanced DBS will be required).

**16.6.2** LGB candidates are asked to nominate two people who would be happy to support their nomination. They cannot be related to the candidate.

**16.6.3** All LGB Members are required to satisfactorily complete all pre-employment checks as shown in [Appendix 2](#).

## 17 | Agencies and Other Groups

### 17.1 Agency and Third-Party Colleagues

- 17.1.1 Supply agencies are required to carry out the same level of checks that we do. An academy must see written confirmation that all checks have been undertaken. This confirmation must be held on file and recorded on the SCR. (Please see further guidance contained in the *ATT SCR Toolkit*).
- 17.1.2 A copy of the DBS certificate must be seen and evidence retained prior to the contract starting. This can be achieved by signing and dating the writing confirmation received from the agency and clearly stating you have seen a copy of the DBS certificate. If there is a positive disclosure, a risk assessment must be carried out
- 17.1.3 In addition, the academy must check that the person presenting themselves for work is the same person on whom the checks have been made by checking their photo identification upon arrival.
- 17.1.4 When using agency members of staff, academies must ensure they are complying fully with the *Agency Workers Regulations (2010)*.

### 17.2 Trainee and Student Teachers

- 17.2.1 Where a trainee is on a salaried scheme, the same checks must be undertaken as with full time teaching colleagues.
- 17.2.2 Where trainee teachers are fee-funded, it is the responsibility of the initial teachers training provider to carry out the necessary checks. We must obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### 17.3 Volunteers

- 17.3.1 Volunteer colleagues are seen by our learners as trustworthy adults- therefore, the same standard of recruitment process applies to ensure their suitability to work with young people. However, a common-sense approach must be taken based on the role, level of contact and frequency of volunteering (e.g., one-off academy trip support versus a repeated ongoing role).
- 17.3.2 If the volunteer is engaged in regulated activity on a regular basis unsupervised with our young learners, an enhanced DBS with barred list check is to be undertaken.
- 17.3.3 An enhanced DBS certificate (not including barred list information) must be obtained, for volunteers who are not engaged in regulated activity, but may have regular contact with our learners, e.g., supervised volunteers. We are not legally permitted to request barred list information on volunteer colleagues not in regulated activity.
- 17.3.4 If the volunteer is not engaged in regulated activity a risk assessment must be undertaken to decide whether an enhanced DBS (Without barred list) is required.
- 17.3.5 Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Volunteer information must be recorded on the SCR.
- 17.3.6 All volunteers are required to complete a volunteer application form and two references must be sought – please see [sections 7](#) and [9](#).

### 17.4 Consultants



- 17.4.1 Consultants must provide proof of their Enhanced DBS check and right to work in the UK. If the consultant does not have a DBS check that is portable (DBS Updates Service), a new check should be arranged.
- 17.4.2 If the consultant is contracted directly with our Trust (rather than through a third-party agency), a consultancy agreement must be issued, signed and retained.
- 17.4.3 An IR35 process will also be completed to determine their employment status for tax purposes.

## 18 | Breaches of this Policy

- 18.1 Any instances of this policy not being adhered to will be taken very serious and appropriate disciplinary action may be taken.
- 18.2 Any complaint in relation to this policy, including its application will be managed through our *Complaints Policy* or *Grievance Policy* (for existing colleagues).

## 19 | Record Keeping and Data Protection

- 19.1 All written records of interviews, application forms and reasons for appointment or not appointment will be kept in line with the requirements of our *Data Protection Policy* and relevant legislation.

# Appendix 1- Safer Recruitment Procedure

## 1. Introduction

- 1.1 A clear recruitment process is the first steps towards safer recruitment. Most people applying for paid and unpaid roles within our Trust are safe and trustworthy around children and young learners. However, perpetrators of abuse may deliberately target settings that give them easy access to children. Our commitment to safeguarding and child protection must be clear and explicit at every stage of the recruitment process.

## 2. Safer Recruitment Training

- 2.1 It is our expectation that the following colleagues will complete Safer Recruitment in Education training:
- Principal
  - All members of the Senior Leadership Team
  - Designated Safeguarding Leads and Deputy Designated Safeguarding Leads
  - HR colleagues
  - At least one member of the LGB

## 3. Person Specification

- 3.1 The Person Specification must always include:
- Skills and level of experience
  - Abilities, behaviours, attitudes, and values
  - Qualifications.
- 3.2 The following two statements must also be listed
- Commitment to the safeguarding and welfare of all pupils
  - This post is subject to an enhanced Disclosure and Barring Service (DBS) disclosure.

## 4. Advertisements

- 4.1 All advertisements will have the following statement about safeguarding children and young people and the requirement to have a DBS check:  
*Academy Transformation Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.*

## 5. Relevant Criminal Conviction Disclosure Form and Annual Self-Disclosure Form

- 5.1 The *Relevant Criminal Conviction Disclosure Form* will be given to all shortlisted candidate to complete prior to interview. The reasons for asking for this form to be completed are:
- It ensures applicants are aware that we are entitled to this information, and gives them the opportunity to flag up information correctly and with sufficient time to gain advice on what convictions should be shared with us.
  - Is it part of the process of deterring unsuitable candidates and shows that we take safer recruitment seriously.
- 5.2 All colleagues are required to complete a *Self-Declaration Form* annually to ensure their continued suitability. This declaration does not remove the duty placed upon our colleagues by law to disclose immediately to the Principal or Senior Leader anything that could affect their continued suitability to work with children or any dealings with the police, including but not limited to cautions, reprimands, warning, arrest, conviction, and imprisonment.

## 6. Application Form

- 6.1 Our application form must always be used.
- 6.2 CVs will not be accepted as a form of application.
- 6.3 All gaps in employment history will be explored and an explanation sought and recorded.

## 7. Reference Request Form

- 7.1 Our reference request form must always be used.
- 7.2 All referees will be asked the following two questions relating to the candidate:
- A. Have any allegations or concerns been raised about the applicant that relate to the safety or welfare of children or young people or behaviour towards children or young people (excluding those found to be false, unsubstantiated, or malicious)?
  - B. Do you consider the applicant has the ability and is suitable to perform the job described above?

## 8. Interview Process

- 8.1 At least one member of the interview panel must be safer recruitment trained.
- 8.2 Our interview questioning sheet should be used for all interviews.
- 8.3 The *Safer Recruitment/Safeguarding Questions* section of interviewing sheet must be used an interview or during section process.

## 9. Safeguarding Level 1 / KCSIE

- 9.1 All new Colleagues will be required to read and understand KCSIE.
- 9.2 All new colleagues will be required to complete Safeguarding Level 1 which will be renewed on an annual basis

## Appendix 2- Safer Recruitment Pre-Employment Checklist

	Pre-employment Check	Relevant Colleagues	Completed
1	Receipt of at least two satisfactory written references, covering 5 years of employment history. One of which must be from the current or most recent employer (all school, academy or college-based references received for a candidate must be confirmed by the headteacher/Principal of the institution as accurate).	All Staff and Volunteers	
2	Verification of the applicant's identification, preferably from a birth certificate, a current photographic ID and proof of address.	All Staff, Volunteers and LGB Members	
3	Verification of the applicants right to work in the UK.	All Staff, Volunteers and LGB Members	
4	Verification of qualifications where relevant, for example examination certificates such as GCSE or Degree. <b>For some roles (support) candidates may not have qualifications but extensive experience. In this case add a note to the file.</b>	All Staff	
5	Verification of professional status necessary for the post. Original or certified copies must be seen and copied. For teachers, DfE Teacher Services System must be used to check a teacher's record. This service will provide details of QTS and Induction qualifications, as well as any restrictions or sanctions in place.	All Staff	
6	For teachers, other staff who hold QTS who are working in a non-teaching role or other staff working in a classroom setting such as HLTA, Teaching Assistants and Cover Supervisors, verification that the new employee is not subject to a Prohibition Order or GTCE Order by checking the DfE Teacher Services System.	Teach Staff and staff with classroom responsibility	
7	For management positions (applicable to LGB members/trustees, Principals and members of the Senior Leadership Team, Department Heads and Regional members and Directors only), verification that they are not subject to a Section 128 direction by checking the DfE Teacher Services System.	All Senior members of staff, SLT, HOF, Regional and LGB Members	
8	Obtain an DBS certificate (including barred list information, for those who will be engaged in regulated activities).	All Staff, Volunteers and LGB Members	
9	If the Candidate has lived outside the UK, an overseas criminal record check will be required to obtain a "Certificate of Good Character" – additional checks will also include a Letter of Professional Standing and additional references sought from overseas work placements.	All Staff, Volunteers and LGB Members	

10	A Childcare Disqualification Declaration for all colleagues who work in Early Years provision. Also, colleagues who are employed to work in childcare (Under 8 years) provided by the academy and colleagues who are directly concerned with the management of such provision.	Primary Academies only	
11	Pre-employment health screen questionnaire – to ensure that colleagues do not have any ill health or disabilities which might make the proposed work difficult or unsafe to our colleagues or others.	All Staff	

## Appendix 3- Request to Recruit Form

Recruitment		
Role to be advertised:		
Salary Range:		
TLR Level & Value:		
SEN Rate:		
Other Allowances (R&R):		
Working hours per week:		
Working weeks per year:		
Anticipated Start Date:		
Type of Contract (temp, perm, fixed):		
If fixed term, end date of contract:		
Is this to replace an existing member of staff:		
If yes, name of existing staff member:		
Have they resigned?		
Leaving Date:		
If no not to replace anyone and it's a new role, please provide rationale:		
Is this role Teach First?		
Teach First subject:		
Teach First fee & is it in budget?	Fee:	Budgeted (Y/N):
Any other recruitment fees? (e.g. agency intro fee):	Fee amount:	Budgeted(Y/N):
If no, above fees are not budgeted for then please provide rationale for the post:		
<b>Signature of Principal:</b>		

<b>Date:</b>	
<b>Signature of Regional Finance:</b>	
<b>Date:</b>	
<b>Signature of Regional HR:</b>	
<b>Date:</b>	
<b>Appointment of above role - (complete all boxes)</b>	
New staff member name -	
Appointed Salary Point -	
TLR Rate -	
SEN Rate -	
Other Allowances -	
Working hours per week -	
Working weeks per year -	
Start Date -	
Type of Contract (temp, perm, fixed) -	
If fixed term, end date of contract -	
Continuous service date -	
Pension -	Y / N

### **Notes**

- *HR Administrators must complete this form with the Principal or recruiting manager and send it to the Regional HR colleague and Regional Finance colleague by email for authorisation as soon as possible once they become aware of an upcoming vacancy or contract change at their academy or directorate*
- *No recruitment advertising or contract changes should take place until both the Regional HR colleague and Regional Finance colleague have confirmed permission*
- *In straightforward cases, permission should be granted within two days where possible*
- *For more complex requests where referral to Executive Leadership may be required, permission should be granted within one week where possible*
- *Once permission has been given for recruitment and you have successfully appointed for that role, the bottom part of the Permission to Recruit form must be completed with the relevant details and emailed to your Regional Finance colleague so they can update the budget accordingly*

## Appendix 4- Documents to Bring to Interview

Academy Transformation Trust is required to check your identification, any academic or vocational qualifications you have claimed in your applications, your right to work in the UK and documentation for a DBS check. Please bring the relevant documents listed below with you to your interview or subsequent ID check appointment. They will be verified, copied, and returned to you the same day.

### List of acceptable documents for right to work checks

List A	
Acceptable documents to establish a continuous statutory excuse	
1.	A passport showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK
2.	A passport or national identity card showing the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
3.	A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office, to a national of a European Economic Area country or Switzerland.
4.	A Permanent Residence Card issued by the Home Office, to the family member of a national of a European Economic Area country or Switzerland.
5.	A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
6.	A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7.	A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
8.	A birth (short or long) or adoption certificate issued in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
9.	A birth (short or long) or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
10	A certificate of registration or naturalisation as a British citizen, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

List B	
Group 1 – Documents where a time-limited statutory excuse lasts until the expiry date of leave	
1.	A current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
2.	A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
3.	A current Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence.
4.	A current Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
Group 2 – Documents where a time-limited stator excuse lasts for 6 months	
1.	A Certificate of Application issued by the Home Office under regulation 17(3) or 18A (2) of the Immigration (European Economic Area) Regulations 2006, to a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is less than 6 months old together with a Positive Verification Notice from the Home Office Employer Checking Service.
2.	An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, together with a Positive Verification Notice from the Home Office Employer Checking Service.
3.	A Positive Verification Notice issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.

## DBS Check Acceptable Documents

### Route 1

**Route One must be used where possible.** Three Documents in total must be seen; one document must come from Group 1 and a further two documents from Group 1, 2a and 2b. One document must verify the applicant's current address.

### Route 2

One document must be seen from Group 2a and two further documents from Group 2a or 2b; one of which must verify the applicant's current address. Route 2 requires applicants to undergo an external ID validation check – your HR department will advise you of the procedure for this.

### Route 3

A Certified copy of a UK Birth Certificate (UK and Channel Islands, issued after the time of birth by the General Register Officer/relevant authority) is required and four further documents must be seen from Group 2 comprising of one document from Group 2a and three further documents from Group 2a or 2b; one of which must verify the applicant's current address.



### Group 1 – Primary Trusted Identity Credentials

- Current valid Passport
- Biometric Residence Permit (UK)
- Current (photo card) Driving Licence (UK, Isle of Man/Channel Island) (Full or provisional).
- Birth Certificate (UK and Channel Island) – issued at the time of birth
- Full or short form acceptable including those issued by UK authorities overseas, such as Embassies, High Commissions and HM Forces. (Photocopies are not acceptable)

### Group 2a – Trusted Government/State Issued Documents

- Current UK Driving licence (old style paper version)
- Current Non-UK Photo Driving Licence (valid only for applicants residing outside of the UK at time of applications)
- Birth Certificate (UK and Channel Island) – (Issued after the time of birth by the General Register Office/relevant authority i.e. Registrars – Photocopies are not acceptable)
- Marriage/ Civil Partnership Certificate (UK and Channel Islands)
- Adoption Certificate (UK and Channel Islands)
- HM Forces ID Card (UK)
- Fire Arms Licence (UK and Channel Islands)

### Group 2b – Financial/Social History Documents

- Mortgage Statement (UK or EEF) (Non-EEF statements must not be accepted) - \*\*
- Bank/Building Society Statement (UK or EEF) (Non-EEF statements must not be accepted) - \*
- Bank/Building Society Account Opening Confirmation Letter (UK)
- Credit Card Statement (UK or EEF) (Non-EEF statements must not be accepted) - \*
- Financial Statement e.g. pension, endowment, ISA (UK)- \*\*
- P45/P60 Statement (UK and Channel Islands) - \*\*
- Council Tax Statement (UK and Channel Islands) - \*\*
- Work Permit/Visa (UK) (UK Residence Permit) - \*\*
- Utility Bill (UK) – Not Mobile Telephone - \*
- Benefit Statement (e.g. Child Allowance, Pension) - \*
- A Document from Central/Local Government/ Government Agency/ Local Authority giving entitlement (UK and Channel Islands) – E.g. from the Department for Work and Pensions, the Employment Service, Customs and Revenues, Job Centre, Job Centre Plus, Social Security - \*
- EU National ID Card
- Cards carrying the PASS accreditation logo (UK and Channel Islands)
- Letter from Head Teacher/Principal/College Principal (16/17 years olds in full time education (Only used in exceptional circumstances when all other documents have been exhausted)).

Please note:

If a document in the List of Valid Identity Documents is:

- Denoted with \* - it should be less than three months old
- Denoted with \*\* - it should be issued within the past 12 months
- Not denoted 0 it can be more than 12 months old.

### Evidence of Academic or Vocational Qualifications

Please bring with you **original documents** confirming your qualifications in accordance with the essential requirements in the Person Specification, e.g., Degree certificate, evidence of QTS, and any other additional professional qualification.

## Appendix 5- Template Interview Record Form

<b>Name of candidate:</b>  <b>Role:</b>  <b>Date interviewed:</b>	<b>Interview panel members (names and job titles):</b>  <b>The person on this panel that is safer recruitment trained:</b>	<b>Score</b>	<b>Expectation</b>	
		4	Exceeds the criteria in the answer given.	
		3	Meets the criteria in the answer given.	
		2	Meets some of the criteria in the answer given.	
		1	Does not meet the criteria in the answer given.	
<b>Presentation topic (if appropriate)</b>		<b>Comments and Scores re Presentation (if appropriate)</b>		
	<b>Formal Interview Questions</b>	<b>Asked By</b>	<b>Score (See Key Above)</b>	<b>Comments</b>
1				
2				
3				
4				
5				
6				

7				
8				
		<b>TOTAL SCORE:</b>		

Any questions for us?	
Are you still a firm candidate?	

### Safer Recruitment/Safeguarding Questions

#### 1 Knowledge and Understanding of Safeguarding in Schools

Note: you could use these questions as the basis for a presentation or written exercise

Positive Indicators	Possible Safeguarding Questions to Test Staff Working in Settings with Children or Young People (Select one or two, or insert your own)	Negative Indicators
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<ul style="list-style-type: none"> <li>• Proactive- has personally taken actions to improve safeguarding culture.</li> <li>• Personal experience of having appropriately dealt with a challenging safeguarding issue.</li> <li>• Personally committed towards making improvements, sees it as part of their job.</li> <li>• Prepared to challenge others in the workplace to make tangible improvements to safeguarding.</li> <li>• Prepared to tackle difficult issues and confront individuals to promote best practice.</li> <li>• Shows understanding of the issues. Up to date with events and legislation. Knows about test cases.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tell us about what you have done in the last 12 months to improve child protection in the workplace. How did this action arise? Who did you talk to? What were the results?</i></li> <li>• <i>What is the Safeguarding policy in your workplace? How is it monitored? What steps have you taken to improve things?</i></li> <li>• <i>Has an allegation about acting inappropriately with a vulnerable group ever been made about you? What was the situation? What was the outcome? What did you learn from this?</i></li> <li>• <i>Give me an example of when you have had safeguarding concerns about a child. What did you do? Who did you involve? What was the outcome?</i></li> <li>• <i>Tell us about a situation which you felt fell short of safeguarding standards. How did it arise? Who did you speak to? What actions did you take?</i></li> <li>• <i>Tell us about how you have dealt with a child with particular 'difficulties'?</i></li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of having taken steps in own right to make improvements.</li> <li>• Passive approach to safeguarding issues.</li> <li>• Reluctance to challenge people/systems/processes to make things better.</li> <li>• No real experience of handling safeguarding issues. Naïve approach. Not well versed or clear in understanding of the issues/sensitivities.</li> <li>• Sees it as someone else's job and/or responsibility.</li> <li>• Intolerant of the bureaucracy around safeguarding.</li> <li>• Shows a tendency to take inappropriate chances/risks in area of safeguarding.</li> </ul>
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Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used). Use ratings to give an overall mark.

- A. Evidence exceeds the standard set
- B. Evidence meets the standards set
- C. Some evidence, but falls short of standards set
- D. No evidence provided or evidence fall completely short of standards set

## 2 Motivations for Working with Children

Positive Indicators	Possible Questions to Test Motivations for Working with Children or Young People (Select one or two, or insert your own)	Negative Indicators
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<ul style="list-style-type: none"> <li>• Convincing responses based on balanced understanding of self and circumstance.</li> <li>• Has a realistic knowledge of personal strengths and weaknesses.</li> <li>• Examples of having considered/tried other options and alternatives.</li> <li>• A realistic appreciation of the challenges involved in working with children.</li> <li>• Evidence of others having supported and encouraged based on observation of personal talent.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What were the main drivers which led you to want to work with children?</i></li> <li>• <i>How do you motivate young people?</i></li> <li>• <i>What has working with young people to date, taught you about yourself?</i></li> <li>• Discuss interconnection between the self and the professional role</li> </ul>	<ul style="list-style-type: none"> <li>• Unconvincing responses based on whimsical examples.</li> <li>• Not self-aware, do not see themselves as others see them.</li> <li>• Not realistic about personal strengths and weaknesses.</li> <li>• Unrealistic impression of what working with children is really like.</li> <li>• Failure to consider other options to test out alternatives.</li> <li>• Pushed by others or forced by circumstance to do something they don't appear to have thought through for themselves.</li> </ul>
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Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark.

- A. Evidence exceeds the standard set
- B. Evidence meets the standards set
- C. Some evidence, but falls short of standards set
- D. No evidence provided or evidence fall completely short of standards set

### 3 Emotional Maturity and Resilience

Positive Indicators	Possible Questions to Test for Maturity and Resilience (Select one or two, or insert your own)	Negative Indicators
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<ul style="list-style-type: none"> <li>Behaves consistently and appropriately under pressure or in a position of authority.</li> <li>Has control over emotions with adults and with children.</li> <li>Understands position power &amp; how to manage boundaries.</li> <li>Knows when and how to seek help in difficult circumstances.</li> </ul>	<ul style="list-style-type: none"> <li><i>Tell me about time when you had to deal with very poor behaviour in the classroom. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?</i></li> <li><i>Tell me about a person you have had difficulty dealing with. What made it difficult? How did you manage the situation?</i></li> <li>Discuss under pressure, ability to use authority &amp; respond appropriately, ability to seek assistance/support where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate responses when under pressure or when in a position of power.</li> <li>Inconsistent responses.</li> <li>Handles conflict badly.</li> <li>Fails to control temper/emotions with children and or adults.</li> <li>Doesn't seek help when needed.</li> <li>Fails to go to others for advice.</li> </ul>
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Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark.

- A. Evidence exceeds the standard set
- B. Evidence meets the standards set
- C. Some evidence, but falls short of standards set
- D. No evidence provided or evidence fall completely short of standards set

#### 4 Values and Ethics

Positive Indicators	Possible Questions to Test Values and Ethics (Select one or two, or insert your own)	Negative Indicators
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<ul style="list-style-type: none"> <li>• Demonstrates a balanced understanding of rights and wrongs.</li> <li>• Shows a contemplative approach, drawing on personal experiences and lessons from others.</li> <li>• Builds values and judgements based on new information.</li> <li>• Shows an appreciation of Safeguarding issues and an ability to contribute towards a protective environment.</li> <li>• Shows respect for others' feelings, views, and circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are your attitudes to child protection? How have these developed over time?</i></li> <li>• <i>How have your own personal values evolved over time? How have they been shaped and influenced? What experiences have you drawn on?</i></li> <li>• <i>What are your thoughts about children who make allegations against members of staff?</i></li> <li>• Discuss ability to build and sustain professional standards and relationships, ability to understand and respect other people's opinions, ability to contribute towards creating a safe and protective environment</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme opinions which don't account for the views/feelings of others.</li> <li>• Doesn't show balance in opinion.</li> <li>• Doesn't build on new information or understanding.</li> <li>• Opinions harden/become dogged.</li> <li>• Doesn't show a full or rounded appreciation of Safeguarding issues.</li> <li>• Underplays the risks.</li> <li>• Consistently puts the blame and responsibility for child protection elsewhere.</li> </ul>
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Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark.

- A. Evidence exceeds the standard set
- B. Evidence meets the standards set
- C. Some evidence, but falls short of standards set
- D. No evidence provided or evidence fall completely short of standards set

## 5 Diversity, Equity, and Inclusion

Positive Indicators	Possible Questions to Test Understanding of Diversity, Equity, and Inclusion in the Workplace (Select one or two, or insert your own)	Negative Indicators
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<ul style="list-style-type: none"> <li>• Proactive- has taken actions to improve DEI culture.</li> <li>• Personal experience of appropriately dealing with a challenging DEI issue.</li> <li>• Acknowledges that diversity refers not only to race and gender but encompasses categories such as age, sexual orientation, religion, military service, people with disabilities, and other traits and experiences that are reflected in a company's workforce.</li> <li>• Personally committed towards making improvements. Sees it as part of their job.</li> <li>• Recognises the power of relationship building.</li> <li>• Prepared to challenge others in the workplace to make tangible improvements to DEI.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Please share with us what Diversity, Equity, and Inclusion means to you and why they're important.</i></li> <li>• <i>In your opinion, what is the most challenging aspect of working in a diverse environment?</i></li> <li>• <i>What is your approach to understanding the perspectives of colleagues from different backgrounds?</i></li> <li>• <i>How would you handle a situation where a colleague was being culturally insensitive, sexist, racist, or homophobic?</i></li> <li>• <i>How would you advocate for Diversity, Equity, and Inclusion with colleagues who don't understand its importance?</i></li> <li>• <i>Tell me about a time when you advocated for Diversity and Inclusion in the workplace.</i></li> <li>• <i>Can you give me an example of how you make your direct reports feel a sense of inclusion, belonging, and equity on a daily basis?</i></li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of having taken steps in own right to make improvements.</li> <li>• Passive approach to DEI issues.</li> <li>• Reluctance to challenge people/systems/processes to make things better.</li> <li>• No real experience of handling DEI issues. Naïve approach.</li> <li>• Not well versed or clear in understanding of the issues/sensitivities of DEI.</li> <li>• Sees it as someone else's job and/or responsibility.</li> <li>• Intolerant of the bureaucracy around DEI.</li> </ul>
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Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark.

- A. Evidence exceeds the standard set
- B. Evidence meets the standards set
- C. Some evidence, but falls short of standards set
- D. No evidence provided or evidence fall completely short of standards set

## Appendix 6- DBS Definition and Check Type



Who?	Definition	Type of check
Employees who will be engaging in regulated activity	<p>As an educational institution which is exclusively or mainly for the provision of full-time education to children, Academy Transformation Trust is an establishment specified in the relevant legislation. Activity carried out in this establishment will therefore be regulated activity relating to children if it meets the definition in the relevant legislation, including that it is carried out:</p> <ul style="list-style-type: none"> <li>• Frequently by the same person (for example once a week or more); or</li> <li>• On more than three days in any period of 30 days.</li> </ul> <p>Note – personal care of a child because of age, illness or disability including physical help with eating, toileting, washing, bathing or dressing is always regulated activity regardless of how frequently it is carried out.</p>	An enhanced DBS check with children’s barred list check will be obtained.
Unsupervised volunteers	As above	<p>An enhanced DBS check with children’s barred list check will be obtained.</p> <p>Those applying for Chair of Trustee posts (after 01/04/17) must also have their identity verified for a stipulated professional as part of their DBS check as per the below link: <a href="https://www.gov.uk/government/publications/identity-verification-for-new-chairs-of-trustees">https://www.gov.uk/government/publications/identity-verification-for-new-chairs-of-trustees</a></p>
Supervised Volunteers	<p>Where an individual is a volunteer (e.g., carrying out activity that is unpaid) they will not be engaging in regulated activity if:</p> <ul style="list-style-type: none"> <li>• They are being supervised by someone that is in regulated activity</li> <li>• The supervision is regular and day to day (e.g., it is ongoing)</li> <li>• The supervision is reasonable in all the circumstances to ensure the protection of children (this may consider for example, the age (including the variation in ages), number and vulnerability of children the individual is working with, the nature of the work and opportunity for contact with children, whether other individuals are helping to look after them and how many workers a supervisor is supervising).</li> </ul>	We are unable by law to obtain a barred list check on a supervised volunteer. We will however obtain an enhanced DBS check (with no barred list check) for supervised volunteers.

## Appendix 7- Guidance on the Election of Staff & Parents to the LGB

It is essential for effective governance that LGB vacancies are filled as quickly as possible. Each LGB should be represented by **one member of staff only**. It is also a legal requirement to have two parents on every academy LGB.

This document provides additional guidelines for the appointment process of Parents/Staff onto the LGB.

### **Who can stand to be a Staff member of the LGB?**

- Both teaching and non-teaching staff employed by the academy are eligible to stand as and vote for Staff Governors.

### **Who can stand to join the LGB as a Parent Governor?**

- Applicants must be a Parent, guardian or sole carer of a child/children attending the academy.
- Applicants are not eligible to join the LGB if they work at the academy at the time of application.
- In addition, applicants must be able to satisfy the restrictions as laid out in Section 6 (Declaration) of the LGB application form.

### **Applying**

The Chair should inform all staff, in writing, of an impending election as soon as possible after the vacancy arises. Parents can be informed of a vacancy on a LGB via a variety of methods. This information may come from the Principal, the chair or indeed the clerk of the LGB. However, alongside the various avenues to engage parents, the chair must also inform all parents of any vacancies, in writing, as soon as possible after they arise and will include the closing date and time.

There are three stages of the application process:

#### **1 Written Application**

- Applicants should submit the written application form.
- The closing date for the written application should be 4pm on the tenth academy day following the written notification of a vacancy.

#### **2 Vote (Where Applicable)**

- If there are more applicants than there are positions, there will be a vote.
- Ballot papers and instructions on how to vote must be issued to all staff/parents/guardians as soon as possible after the closing date for the receipt of applications.

We would recommend that:

- Two envelopes be sent with each ballot paper
- The parent/guardian seals the ballot paper in an unmarked envelope
- The unmarked envelope is sealed in an outer envelope on which the parent has clearly written their name
- The double envelope is returned to the academy
- On receipt of the ballot paper, the clerk checks the name on the outer envelope against the list of parents and ticks their name off
- The outer envelope is removed, and the inner envelope is placed in the ballot box for counting at the appointed time
- The closing date for the return of ballot papers should be close of play on the tenth academy day from the date on which they were issued. Any ballot papers received by the academy after this date are to be treated as invalid
- Candidates should be invited to attend the count
- The chair should notify candidates not present at the count of the result, as soon as possible
- Ballot papers should be stored securely for six months, should the result of the election be challenged. The number of ballot papers issued, and the number returned should also be noted.
- Unsuccessful candidates should be thanked by the Chair (in writing) for their interest.

### **3 Informal meeting**

- Before final appointment, applicants will be invited for an informal meeting with the Chair and the Vice Chair to ensure that they are suitable for the role.
- Applicants will be considered based on the Academy's current strategic aims and the skills that applicants can bring to the LGB along with the skills that already exist through other governors.

### **Appointment**

Once an appointment has been informally approved by the chair, the appointment only becomes official once ratified by the LGB at the next meeting. For parent applications their details will be sent from the Clerk to Regional HR, who will organise the DBS check and references. The appointment becomes official once all these avenues are satisfied and the appointment is officially ratified by the LGB Chair at the next meeting.

## Appendix 8- Relevant Criminal Conviction Disclosure Form

**Academy/Directorate:**

<b>Name:</b>		<b>Role applied for:</b>	
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The amendments to the *Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020)* provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'.

This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>

Further information on filtering is also provided by Unlock ([Unlock | independent charity for people with criminal records](#)) or Nacro ([Criminal Record Support Service | Help and Advice | Nacro](#)) guidance.

We recognise the contribution that people with criminal records can make as employees and volunteers within our Trust. A person's criminal record will not, in itself, debar that person from being appointed to a role. Any information given will be treated in the strictest confidence. Suitable candidates will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying.

All cases will be examined on an individual basis and will take the following into consideration:

- Whether the conviction is relevant to the role applied for.
- The seriousness of the relevant offence revealed.
- Your age at the time of the relevant offence(s).
- The length of time since the relevant offence(s) occurred.
- Whether the applicant has a pattern of offending behaviour.
- The circumstances surrounding the relevant offence(s), and the explanation(s) provided.
- Whether your circumstances have changed since the offending behaviour.

**Declaration**

**DO YOU HAVE ANY ADULT CAUTIONS (SIMPLE OR CONDITIONAL)?** Yes  No

If yes, please provide the following details:

Date of caution:	
Details of caution:	
Penalty:	

**DO YOU HAVE ANY UNSPENT CONDITIONAL CAUTIONS?** Yes  No

If yes, please provide the following details:			
Date of caution:			
Details of caution:			
Penalty:			
<b>DO YOU HAVE ANY UNSPENT CONVICTIONS IN A COURT OF LAW?</b> Yes <input type="checkbox"/> No <input type="checkbox"/>			
If yes, please provide the following details:			
Date of conviction:			
Details of conviction:			
Penalty:			
<b>DO YOU HAVE ANY SPENT CONVICTIONS THAT ARE NOT PROTECTED AS DEFINED BY THE REHABILITATION OF OFFENDERS ACT 1974 (EXCEPTIONS) ORDER 1975 (AMENDMENT) (ENGLAND AND WALES) ORDER 2020?</b> Yes <input type="checkbox"/> No <input type="checkbox"/>			
If yes, please provide the following details:			
Date of conviction/caution:			
Details of conviction/caution:			
Penalty:			
The information I have provided is accurate and I understand that if this information is found to be inaccurate or I have failed to disclose information which is later disclosed via the DBS checking service that this could result in the withdrawal of my conditional offer of employment or termination of my employment:			
<b>Signed:</b>			
<b>Print name:</b>		<b>Date:</b>	

## Appendix 9- Policy Statement on the Recruitment of

## Ex-Offenders

Below is ATT's Policy Statement on the recruitment of ex-offenders:

- As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of *Offenders Act* (1974) (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), we comply fully with the DBS [code of practice](#) and undertake to treat all applicants for positions fairly
- We undertake not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the *Rehabilitation of Offenders Act* (1974) (Exceptions) Order 1975 as amended, and where appropriate *Police Act* Regulations as amended)
- We can only ask an individual about convictions and cautions that are not protected
- We are committed to the fair treatment of our staff, potential staff, or users of its services, on all protected grounds and in relation to all history of offending
- This written policy on the recruitment of ex-offenders is made available to all applicants at the start of the recruitment process
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records
- We select all candidates for interview based on their skills, qualifications, and experience
- An application for a criminal record check is only submitted to DBS after thorough assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position
- We ensure that all those in our Trust who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences
- We also ensure that we have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g., the *Rehabilitation of Offenders Act* (1974)
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment
- We make every subject of a criminal record check submitted to DBS aware of the existence of the DBS [code of practice](#) and makes a copy available on request
- We undertake to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

**Having a criminal record will not necessarily bar you from working at the school. Employment with ATT dependent on the nature of the position and the circumstances and background of your offences.**